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ABSTRACT

This document focuses on the performance of some of Wyoming's community colleges as measured by 13 indicators chosen by the American Association of Community Colleges (AACC). Seven Wyoming community colleges and the Wyoming community college commission use these indicators. The core indicators are as follows: (1) student goal attainment; (2) persistence (Fall to Fall); (3) degree completion rates; (4) placement rates in the workforce; (5) employer assessment of students; (6) licensure and certification pass rates; (7) client assessment of programs and services; (8) demonstration of critical literacy skills; (9) number and rates who transfer including performance after transfer; (10) success in subsequent, related coursework; (11) participation rate in service areas; and (12) responsiveness to community needs. The document is divided into sections that explain each indicator. The document examines how much improvement the community colleges have made according to the indicators and in which areas the colleges could improve in the future. The hope of the author is that the data cited in the document will be used to satisfy the needs of the students and the community served by these seven Wyoming community colleges. (Contains 5 figures and 17 tables.) (MZ)

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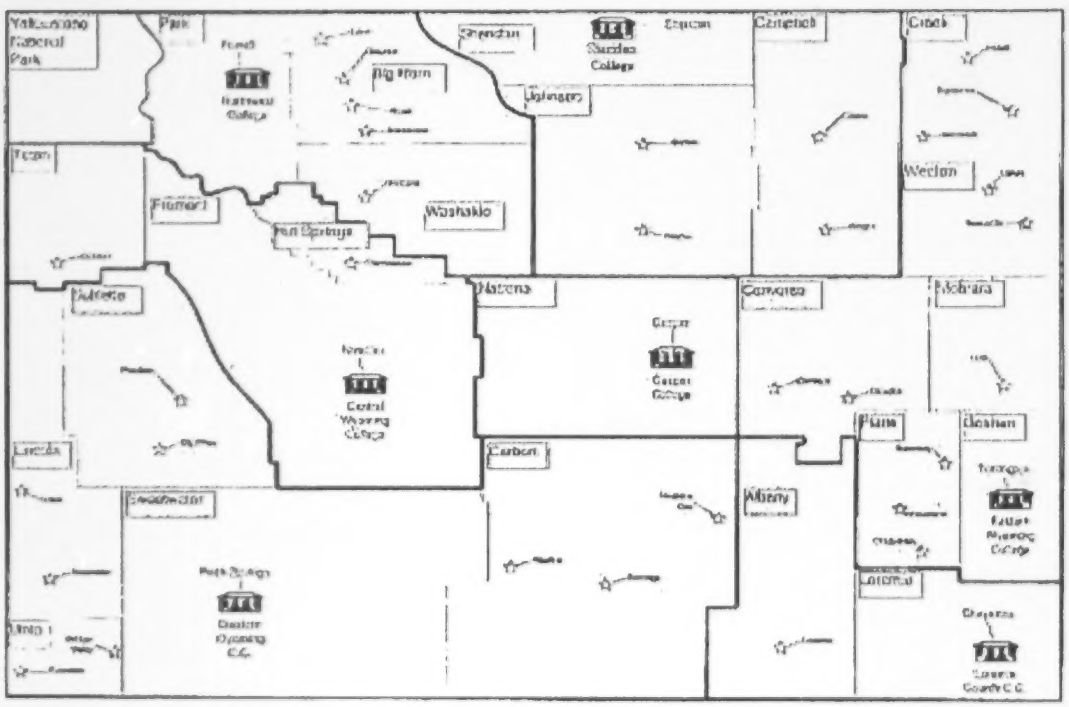
Wyoming Community College System

2001-2002 Performance Report: Core Indicators of Effectiveness

Wyoming Community College Service Area



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Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness

Introduction

The following report delineates the performance of Wyoming's community colleges as measured by a set of 13 indicators set forth by the American Association of Community Colleges (AACC) and adopted by the seven Wyoming community colleges and the Wyoming Community College Commission. These indicators, while providing some flexibility regarding programs and services, provide guidance on consistent measurement of performance and success of community colleges. The AACC Core Indicators of Effectiveness for Community Colleges were developed on the premise that a college is effective when its outcomes match its mission and stakeholders' needs within the limits of costs and available resources.

The Wyoming Community College System has over the past few years collaboratively developed a system-wide management information system (MIS) and common survey questionnaires (Entering Student, Continuing Student, Transfer Student, Graduate and Employer surveys). These data collection methods and others are used to respond to the Core Indicators of Effectiveness.

The core indicators are grouped into six mission categories which are consistent with the missions and goals of each of the seven Wyoming community colleges:

(1) Student Progress: Embedded in a developmental philosophy, student success and achievement is measured by tracking both intent and behavior.
   a. Core Indicator 1: Student Goal Attainment
   b. Core Indicator 2: Persistence (Fall to Fall)
   c. Core Indicator 3: Degree Completion Rates

(2) Workforce Development: Focus is on meeting the dynamic needs of a diverse workforce.
   a. Core Indicator 4: Placement Rate in the Workforce
   b. Core Indicator 5: Employer Assessment of Students
   c. Core Indicator 6: Licensure / Certification Pass Rates
   d. Core Indicator 7: Client Assessment of Programs and Services

(3) General Education: Directed at building general skills and broad analytical capabilities to support competent functioning in everyday life.
   a. Core Indicator 8: Demonstration of Critical Literacy Skills

(4) Transfer Preparation: Tracking transfer patterns developed from a traditional assumption that students will quickly progress from high school, to community college to a baccalaureate pursuit.
   a. Core Indicator 10: Number and Rate Who Transfer
   b. Core Indicator 11: Performance After Transfer

(5) Developmental Skills: Enhancing and reinforcing the skills of under-prepared students becomes essential to ensure success in subsequent college-level courses.
   a. Core Indicator 12: Success in Subsequent, Related Coursework

(6) Outreach: Based on the social, economic and cultural circumstances in each college's local setting, these relationships are unique and grow out of the specific needs of the college service area.
   a. Core Indicator 13: Participation Rate in the Service Area
   b. Core Indicator 14: Responsiveness to Community Needs

The results herein reflect the performance of the seven Wyoming colleges as a system and may be utilized in discussion about what Wyoming community colleges do well, what can be improved upon and how program and service improvement and student success can be further facilitated to satisfy the needs and expectations of the communities served by the seven Wyoming community colleges.

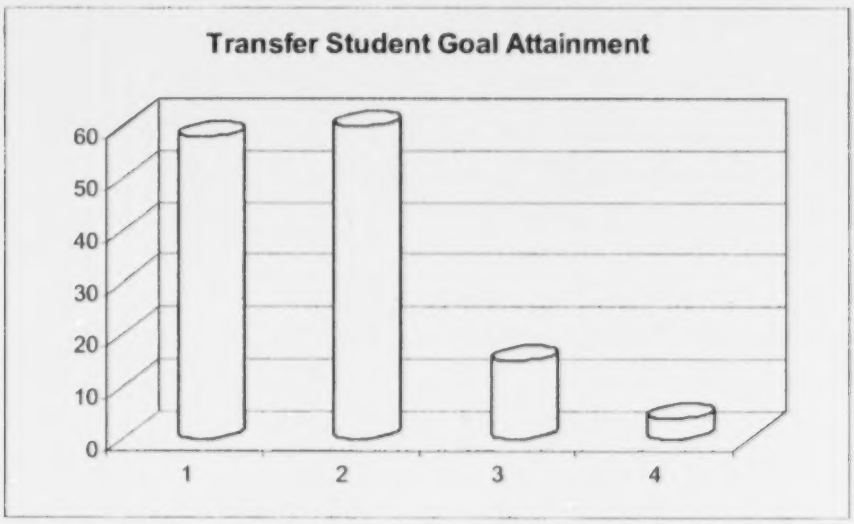
Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness

Core Indicator # 1: Student Goal Attainment

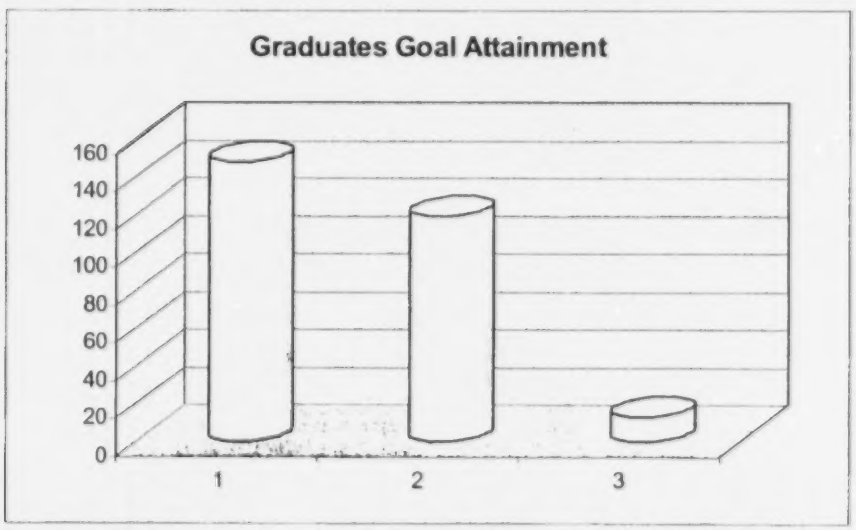
Measure: The number of students who, upon leaving community college, report that their original goal in attending (or subsequent goal decided while enrolled) has been met.

Data Source: 2000-2001 System Transfer Students and Graduate Surveys

Overall, 92% of students responding to the transfer and graduate surveys report that they accomplished their "community college educational goals" while attending the community college. (See charts below)



1=Strongly agree N=58 | 2=Agree N=60 | 3=Disagree N=15 | 4=Strongly disagree N=4



1=Strongly agree N=148 | 2=Agree N=119 | 3=Disagree N=13 | 4=Strongly disagree N=0

3

Entering and continuing students (N=3087) responded to a question regarding their goal in attending a Wyoming community college:

Data Source: 2001-2002 System Entering and Continuing Student Surveys

"What is your primary goal in attending (this college)?"

Earn a certificate	3.9%
Earn an Associate's Degree	27.6%
Earn an Associate's Degree and then transfer to another college	44.4%
Transfer to another college before completing a degree	12.1%
Upgrade current job skills	3.3%
Develop new job skills	3.4%
Personal Enrichment	5.3%

Core Indicator # 2: Persistence

Measure: Of the cohort of students who registered for their first credits at a community college in one fall term, the proportion that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate.

Data Source: Colleague files fall 2001 and fall 2002: Rates submitted by colleges

The Wyoming community colleges have an aggregate Persistence Rate of 52.6% for the fall 2001 cohort followed through fall 2002. It is of importance to note that this cohort does not capture only degree-seeking students. Given this fact, it is quite likely many of the students enrolled for personal reasons with no intention of pursuing a degree. These students therefore, are at higher risk for "stopping out."

Core Indicator # 3: Degree Completion Rates

Measure: The proportion of an entering community college cohort officially enrolled in a degree program that actually completed a degree or certificate, reported at annual intervals.

Data Source: Integrated Postsecondary Education Data System (IPEDS)--the 1997 cohort as reported on in the 2000 Graduation Rate Survey.

According to the American Association of Community Colleges *Core Indicators of Effectiveness for Community Colleges*, "The total number of degrees granted by an institution has been prominently advanced as a measure of community college effectiveness. The concern here is the same as that motivating the use of retention-rate and completion-rate statistics: that two-year colleges are not producing sufficient numbers of program completers given the numbers of students they enroll. The misleading assumption here is that degree production is the only business that community colleges should be in. While program completion may be important for some students who enroll, it may not be a goal of many others." (Core Indicators of Effectiveness for Community Colleges, 1999: p.35-36)

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness

The federally mandated Student Right-to-Know Act requires postsecondary educational institutions to report the percentage of first-time, full-time, degree or certificate-seeking students who graduate or transfer within 150 percent of the length of average programs of study. This group is referred to as a "cohort" and is further defined as students in their first semester of college after completing high school or a GED, enrolled for 12 credit hours or more, and enrolled in a program of study resulting in an associate degree or certificate. It must be prominently noted that students must also declare themselves as degree-seeking in order to qualify for financial aid. This stipulation no doubt encourages students to declare themselves as degree-seeking (and erroneously inflate the cohort) even when their intentions may be otherwise.

Many students who enroll at Wyoming community colleges do so to upgrade or develop new job skills or simply for personal enrichment. It is also important to note that many students transfer from the community colleges to four-year institutions prior to completing a degree--this is a large part of the role of community colleges and is actually a measure of an institution fulfilling one of its most important goals: facilitating student success in furthering their postsecondary education ambitions.

For two-year colleges, progress of the cohort is followed for three years. Substantial numbers of students enrolled in community colleges complete degrees many years after they first enroll. Serving such students is what community colleges are, in large part, about. Degree completion is rarely the only objective of students who enroll in community colleges. Many decide on a degree only after having completed a number of courses. Others will take courses because of particular interests or job-related needs, even though the courses are not required for program completion. The Wyoming community colleges have a collective average completion rate of 24.1% for the 1997 cohort.

Core Indicator # 4: Placement Rate in the Workforce

Measure: The proportion of an entering community college student cohort achieving a "marketable skill" (that is, completing at least three occupational or technical courses in a particular field of training) that obtains employment in a field directly related to that skill within one year of last attendance.

Data Source: Wyoming Department of Employment Research and Planning Division and 2000-2001 System Graduate Surveys

Some of the data asked for in this measure are unavailable at the current time. Data gathered by the Wyoming Department of Employment are used as a proxy measure.

There were 1,457 completers (Certificate or Associates Degree) in 2001. Of those, 857 (59%) had earnings in Wyoming or one of its data sharing agreement states. Newest data for 2002 is not yet available for Nebraska or Texas. The industry data presented represents the industry of the primary employer in the primary state during the second quarter after graduation. While some students do graduate with more than one certificate or degree, the data represent only the first completion record per student.

Standard Industrial Classification of Primary Employer for 2001 Wyoming Community College Completers by Degree Type

	Associate Degree		Certificate		Total	
Industry	Number	% of Total	Number	% of Total	Number	% of Total
No earnings	547	42.6	53	30.8	600	41.2
Agriculture, Forestry and Fishing	13	1.0	0	0.0	13	0.9
Mining	23	1.8	10	5.8	33	2.3
Construction	20	1.6	7	4.1	27	1.9
Manufacturing	****		****		23	1.6
TCPU*	22	1.7	5	2.9	27	1.9
Wholesale Trade	27	2.1	5	2.9	32	2.2
Retail Trade	159	12.4	13	7.6	172	11.8
FIRE**	****		****		26	1.8
Services	282	21.9	51	29.7	333	22.9
Government***	146	11.4	25	14.5	171	11.7
Total	**1285**	**100.0**	**172**	**100.0**	**1457**	**100.0**

*Transportation, Communications, & Public Utilities
**Finance, Insurance & Real Estate
***Government includes all firms with SIC classification (9) or with public ownership
****Information is not disclosed due to confidentiality concerns.

Source: WY, CO, ID, NE, NM, SD, TX, UT Wage Records and ES-202

Graduates (N=290) responded to questions regarding employment status on System Graduate Survey.

"Which statement best describes your current employment status?"

Employed full-time (40 hours or more per week):	60%
Employed part-time (less than 40 hours per week):	27%
Unemployed, actively seeking employment:	5%
Unemployed, or retired, not seeking employment:	8%

"To what extent is your current job related to your community college major?"

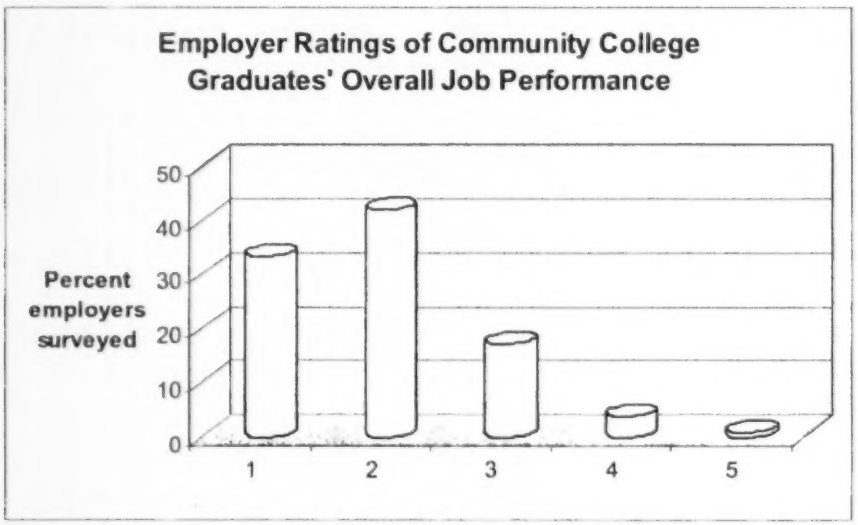
Directly Related:	55.0%
Somewhat Related:	17.5%
Not Related:	27.5%

Core Indicator # 5: Employer Assessment of Students

Measure: A Likert scale rating of community college graduates' job performance by current employers.

Data Source: 2000-2001 System Employer Surveys

Overall, the employers of Wyoming community college graduates rate the graduate employees quite high in terms of their overall job performance. Specifically, 75% of the 102 employers who responded to this item on the survey rated the overall job performance of Wyoming community college graduate employees as either "Excellent" or "Above Average." (See chart below)



1=Excellent	2=Above Average	3=Average	4=Below Average	5=Poor
34%	43%	18%	4%	1 %

Employers responding to the Employer Survey rated employees who had graduated from Wyoming community colleges on a variety of qualities. Overall, employers rate the graduate employees quite high on 14 qualities of interest. (See table below)

"Choose the answer that best represents the employee's present qualities."

Quality	Excellent	Above Average	Average	Below Average	Poor
Oral Communications	24.0%	41.0%	31.0%	3.0%	1.0%
Interpersonal Skills	23.0%	45.0%	26.0%	5.0%	1.0%
Listening Skills	22.0%	46.0%	26.0%	3.0%	3.0%
Math Skills	8.0%	41.0%	44.0%	6.0%	1.0%
Computer Skills	23.0%	41.0%	28.0%	7.0%	1.0%
Writing Skills	23.0%	31.0%	42.0%	4.0%	0%
Personal Appearance	32.0%	40.0%	21.0%	5.0%	2.0%
Reasoning Skills	20.0%	41.0%	31.0%	7.0%	1.0%
Effective Resource Use	27.0%	40.0%	27.0%	4.0%	2.0%
Self-Directed/Takes Initiative	34.0%	32.0%	24.0%	8.0%	2.0%
Personal Ethics	46.0%	33.0%	15.0%	4.0%	2.0%
Organizational Skills	28.0%	38.0%	29.0%	4.0%	1.0%
Work Ethic	45.0%	32.0%	16.0%	6.0%	1.0%
Professionalism	40.0%	35.0%	21.0%	2.0%	2.0%

In the same survey, 103 employers indicated a high level of satisfaction with the graduate's job skills. Sixty percent of those responding indicated they were "Very Satisfied" and 37.1% indicated they were "Satisfied" with the graduate's job skills after completing his/her education at a Wyoming community college. (See chart below)

Core Indicator # 6: Licensure / Certification Pass Rates

Measure: The proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year, who actually obtain licensure or certification.

Data Source: Various certifying/licensing bodies as provided by Wyoming community colleges for the 2001-2002 year.

The seven colleges of the system have different policies with regard to the organizations that certify/license various career-technical programs. The information reported below cannot be used to determine how many colleges of the system offer each listed program.

CISCO Certified Network Associate
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 88%

CISCO Certified Design Associate
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 83%

CISCO Certified Network Professional
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Cosmetology Programs: State Board of Cosmetology Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Dental Hygiene Programs: National Board Exam for Dental Hygiene
Number of colleges tracking and reporting on the program: Two institutions
Pass Rate: 100%

Dental Hygiene Programs: Central Regional Dental Testing Service Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Dental Hygiene Programs: Western Regional Examining Board Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Dental Assisting Programs: Dental Assisting National Board Certification Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Estheticians Programs: State Board of Cosmetology Esthetician Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Hardware Maintenance Programs: (A+)
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 61%

Certified Horsemanship Programs: Certified Horsemanship Association
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Internet Web Development
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 88%

Legal Assistant Programs: National Association of Legal Assistants
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Microsoft Office User Specialist Programs: MOSE or MOUS Certification
Number of colleges tracking and reporting on the program: Two institutions
Pass Rate: 94.5%

Microsoft Certified Professional/Certified Systems Engineers Programs
Number of colleges tracking and reporting on the program: Two institutions
Pass Rate: 89%

Nail Tech Programs: State Board of Cosmetology Nail Tech Exam
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Nursing Programs: State Board of Nursing
Number of colleges tracking and reporting on the program: Six institutions
Pass Rate: 88.5%

Occupational Therapy Assistants Programs: National Board for Certification in Occupational Therapy
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 100%

Radiography Programs: American Registry of Radiologic Technology
Number of colleges tracking and reporting on the program: Two institutions
Pass Rate: 100%

Veterinary Technology Programs: National Veterinary Technology Examination
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 95.4%

Welding and Joining Programs: American Welding Society
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 69.2%

Wilderness EMT: Wilderness Medicine Institute of the National Outdoor Leadership School
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 92%

Wilderness First Responder: American Heart Association
Number of colleges tracking and reporting on the program: One institution
Pass Rate: 80.0%

Core Indicator # 7: Client Assessment of Programs and Services

Measure: Periodic surveys carried out with client groups to collect information about both client involvement in, and satisfaction with, the program or service

Data Source: 2001-2002 System Continuing Student Survey
2000-2001 System Transfer Student and Graduate Surveys

Overall, continuing and transfer students as well as graduates of the Wyoming community colleges indicate a high level of satisfaction with a multitude of aspects, many of which are directly academic in nature. In particular, it is important to note the percentage of students who are either "very satisfied" or "satisfied" with the accessibility, helpfulness and competence of instructors and class size. (See tables below)

Continuing students (N=2234) responded to statements regarding satisfaction with their college.

Data Source: 2001-2002 System Continuing Student Survey

"Please indicate your degree of satisfaction with the following aspects of (your college):"

Aspect of Community College Being Rated	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Accessibility of Instructors	36.7%	60.6%	2.4%	.2%
Availability of Courses	17.0%	61.5%	19.5%	2%
Challenge of Coursework	29.2%	68.2%	2.5%	.1%
Class Size	46.8%	52.1%	.9%	.2%
Classroom Equipment	26.9%	65.7%	6.2%	1.1%
Facilities	29.8%	65.7%	4.0%	.5%
Grading	29.3%	67.1%	3.2%	.4%
Helpfulness of Instructors	41.9%	53.5%	4.0%	.6%
Innovativeness of Course Offerings	21.2%	67.6%	10.3%	.9%
Instructor Competence	37.0%	59.1%	3.2%	.7%
Overall Academic Experience	33.7%	63.0%	2.9%	.4%
Personal Safety	41.9%	55.8%	1.9%	.5%
Program Requirements in Major	24.7%	65.4%	9.2%	.7%
Response Time for Record Requests	26.4%	67.9%	4.7%	1.1%
Scheduling of Courses	22.1%	63.2%	12.6%	2.1%
Variety of Courses	20.2%	61.0%	16.7%	2.1%

Transfer students and graduates (N=431) responded to statements regarding satisfaction with, and importance of, services and offices at their college.

Data Source: 2000-2001 System Transfer Student and Graduate Surveys

"Please indicate your degree of satisfaction with the following aspects of (your college):"

Aspect of Community College Being Rated	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Accessibility of Instructors	61.0%	38.0%	1.0%	0%
Availability of Courses	26.9%	53.7%	17.0%	2.4%
Challenge of Coursework	35.5%	59.2%	5.0%	.2%
Class Size	61.0%	38.0%	1.0%	0%
Classroom Equipment	30.7%	61.4%	7.2%	.7%
Facilities	30.7%	61.4%	7.7%	.2%
Grading	36.4%	61.0%	2.2%	.5%
Helpfulness of Instructors	49.3%	48.3%	2.4%	0%
Innovativeness of Course Offerings	24.9%	62.8%	11.6%	.7%
Instructor Competence	42.2%	54.2%	3.1%	.5%
Overall Academic Experience	41.1%	56.2%	2.2%	.5%
Personal Safety	44.0%	51.4%	3.6%	1.0%
Program Requirements in Major	30.9%	60.0%	7.7%	1.4%
Response Time for Record Requests	36.7%	53.9%	8.7%	.7%
Scheduling of Courses	36.0%	51.9%	9.4%	2.7%
Variety of Courses	33.3%	51.2%	14.2%	1.3%

Students responding to these items indicate an overall high satisfaction level and perceived importance for the variety of services and offices providing student services to them at Wyoming community colleges. Specifically, where there is a high perception of importance, there is a corresponding high rate of satisfaction for those who utilized the services. (See table below)

Continuing students (N=2234) responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2001-2002 System Continuing Student Survey

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

Satisfaction*

Community College Service / Office Being Rated	1	2	3	4	5	6
Academic Advising	29.1%	50.2%	9.6%	3.2%	7.6%	.3%
Admissions	27.6%	63.4%	5.6%	1.6%	1.5%	.3%
Bookstore	22.1%	52.4%	15.8%	6.3%	2.8%	.6%
Business Office	21.7%	53.4%	4.8%	1.4%	18.0%	.7%
Campus Security	19.3%	44.3%	5.9%	3.1%	23.7%	3.6%
Career Planning	15.7%	40.1%	6.7%	2.2%	34.1%	1.3%
Counseling Services	16.4%	28.2%	3.9%	1.5%	47.9%	2.2%
Cultural Programs	12.9%	28.6%	5.4%	1.2%	49.4%	2.6%
Financial Aid	32.5%	33.5%	8.6%	3.7%	21.0%	.6%
Food Service	10.7%	27.4%	10.1%	6.4%	39.9%	5.4%
Intercollegiate Athletics	12.1%	21.6%	3.9%	1.5%	55.2%	5.6%
Intramural Athletics	11.8%	23.9%	3.0%	1.5%	54.5%	5.3%
Library	37.4%	48.0%	3.5%	1.2%	8.7%	1.1%
Registration/Records	29.2%	60.9%	4.3%	1.4%	3.9%	.3%
Services for Students with Special Needs	14.1%	20.0%	2.1%	.9%	61.7%	1.2%
Student Activities	16.6%	38.8%	5.4%	1.1%	36.9%	1.3%
Student Government	12.0%	29.7%	5.2%	1.3%	50.1%	1.8%
Student Housing	12.9%	22.7%	5.3%	2.1%	51.1%	5.8%
'Student Leisure Areas/Student Center	22.0%	39.4%	10.4%	7.7%	18.7%	1.7%
Student Organizations	14.5%	34.3%	4.7%	.9%	43.9%	1.7%
Tutoring	17.4%	24.4%	3.9%	1.1%	51.8%	1.4%

*1 = Very Satisfied 2=Satisfied 3=Dissatisfied 4=Very Dissatisfied
5=I didn't use this service 6=Not available on this campus

Continuing students (N=2234) responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2001-2002 System Continuing Student Survey

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

	Importance**			
Community College Service / Office Being Rated	**1**	**2**	**3**	**4**
Academic Advising	65.8%	26.1%	4.8%	3.3%
Admissions	56.2%	37.2%	5.3%	1.3%
Bookstore	54.4%	37.6%	6.3%	1.7%
Business Office	38.2%	43.0%	11.8%	7.1%
Campus Security	50.6%	30.3%	10.6%	8.5%
Career Planning	49.8%	32.7%	10.1%	7.5%
Counseling Services	40.1%	34.8%	13.5%	11.6%
Cultural Programs	27.1%	37.8%	19.3%	15.8%
Financial Aid	73.6%	15.8%	3.9%	6.7%
Food Service	35.3%	30.7%	15.2%	18.8%
Intercollegiate Athletics	21.5%	29.1%	20.2%	29.1%
Intramural Athletics	20.7%	31.9%	21.2%	26.2%
Library	68.6%	25.9%	2.6%	2.9%
Registration/Records	60.4%	34.6%	3.9%	1.1%
Services for Students with Special Needs	49.7%	25.1%	8.1%	17.1%
Student Activities	32.2%	38.9%	15.1%	13.8%
Student Government	24.8%	38.1%	18.0%	19.1%
Student Housing	42.6%	24.3%	8.5%	24.6%
Student Leisure Areas/Student Center	33.2%	44.2%	13.3%	9.2%
Student Organizations	28.8%	38.9%	15.7%	16.6%
Tutoring	52.4%	26.8%	8.2%	12.7%

**1=Much Importance 2=Moderate Importance 3=Little Importance 4=No Importance

Graduates (N=290) responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2000-2001 System Graduate Surveys

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

Satisfaction*

Community College Service / Office Being Rated	1	2	3	4	5	6
Academic Advising	44.5%	39.6%	8.1%	2.5%	4.6%	.7%
Admissions	48.6%	42.3%	6.0%	1.4%	.7%	1.0%
Bookstore	27.4%	52.5%	12.3%	5.5%	.9%	1.4%
Business Office	32.9%	48.1%	4.2%	3.2%	9.7%	1.9%
Campus Security	20.5%	37.0%	2.7%	3.2%	28.8%	7.8%
Career Planning	19.3%	27.9%	8.7%	1.4%	40.4%	2.3%
Counseling Services	15.0%	23.3%	3.2%	1.4%	54.8%	2.3%
Cultural Programs	9.7%	20.7%	5.5%	.5%	58.1%	5.5%
Financial Aid	47.7%	25.7%	5.0%	4.1%	17.0%	.5%
Food Service	13.4%	24.1%	9.3%	5.1%	38.4%	9.7%
Intercollegiate Athletics	10.3%	14.1%	3.3%	2.4%	59.6%	5.6%
Intramural Athletics	11.8%	23.9%	3.0%	1.5%	54.5%	10.3%
Job Placement	14.5%	14.1%	1.9%	.9%	57.3%	11.3%
Library	7.8%	20.0%	5.5%	3.4%	57.0%	6.3%
Registration/Records	34.4%	45.9%	4.6%	2.3%	.4%	0%
Services for Students with Special Needs	8.4%	8.8%	2.8%	1.9%	75.3%	2.8%
Student Activities	18.6%	33.5%	5.1%	1.9%	38.6%	2.3%
Student Government	8.8%	19.6%	4.2%	2.3%	50.0%	2.8%
Student Housing	12.9%	22.7%	5.3%	2.8%	54.4%	10.2%
Student Leisure Areas/Student Center	19.1%	38.1%	10.2%	1.4%	28.4%	2.8%
Student Organizations	18.7%	29.4%	6.1%	1.9%	42.0%	1.9%
Tutoring	19.5%	16.8%	1.9%	.9%	58.6%	2.3%

*1 = Very Satisfied 2=Satisfied 3=Dissatisfied 4=Very Dissatisfied
5=I didn't use this service 6=Not available on this campus

Graduates (N=290) responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2000-2001 System Graduate Surveys

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

	Importance**			
Community College Service / Office Being Rated	**1**	**2**	**3**	**4**
Academic Advising	62.3%	27.5%	8.0%	2.2%
Admissions	64.1%	29.7%	4.8%	1.4%
Bookstore	52.8%	37.3%	8.0%	1.9%
Business Office	40.2%	39.7%	14.2%	5.9%
Campus Security	42.3%	29.3%	16.3%	12.1%
Career Planning	42.8%	36.8%	10.0%	10.4%
Counseling Services	33.0%	31.4%	17.8%	17.8%
Cultural Programs	17.5%	33.0%	26.8%	22.7%
Financial Aid	76.2%	14.6%	2.4%	6.8%
Food Service	35.5%	32.5%	11.2%	20.8%
Intercollegiate Athletics	17.5%	26.5%	18.0%	38.0%
Intramural Athletics	16.7%	32.3%	15.1%	35.9%
Job Placement	37.6%	35.4%	6.8%	20.2%
Library	70.0%	24.3%	1.9%	3.8%
Registration/Records	67.5%	30.2%	.9%	1.4%
Services for Students with Special Needs	43.6%	22.4%	10.1%	23.9%
Student Activities	30.2%	40.7%	14.6%	14.5%
Student Government	24.7%	34.0%	18.3%	23.0%
Student Housing	44.5%	22.0%	7.3%	26.2%
Student Leisure Areas/Student Center	30.0%	40.0%	16.0%	14.0%
Student Organizations	26.2%	37.7%	22.0%	14.1%
Tutoring	45.0%	28.0%	9.0%	18.0%

**1=Much Importance 2=Moderate Importance 3=Little Importance 4=No Importance

Students (N=141) completing the Transfer Student Survey responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2000-2001 System Transfer Student Survey

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

	Satisfaction*					
Community College Service / Office Being Rated	**1**	**2**	**3**	**4**	**5**	**6**
Academic Advising	25.0%	47.8%	11.0%	10.3%	5.1%	.7%
Admissions	34.1%	60.1%	3.6%	1.6%	.7%	1.4%
Bookstore	22.6%	53.3%	16.1%	5.1%	2.2%	.7%
Business Office	16.9%	49.3%	3.7%	1.5%	27.9%	.7%
Campus Security	13.1%	35.0%	10.2%	5.1%	35.0%	1.5%
Career Planning	17.0%	27.4%	9.6%	.7%	45.2%	0%
Counseling Services	19.0%	29.2%	5.1%	2.2%	44.5%	0%
Cultural Programs	14.0%	22.8%	7.4%	1.5%	51.5%	2.9%
Financial Aid	32.8%	32.1%	2.9%	1.5%	29.9%	.7%
Food Service	11.0%	22.8%	14.0%	5.9%	44.1%	2.2%
Intercollegiate Athletics	11.2%	17.2%	3.7%	3.0%	62.7%	2.2%
Intramural Athletics	18.5%	29.6%	3.7%	1.5%	44.4%	2.2%
Library	26.3%	44.5%	5.1%	3.6%	19.7%	.7%
Registration/Records	17.8%	52.6%	6.7%	.7%	21.5%	.7%
Services for Students with Special Needs	10.3%	16.2%	2.2%	0%	69.9%	1.5%
Student Activities	25.5%	40.9%	6.6%	2.2%	24.1%	.7%
Student Government	14.8%	25.2%	4.4%	3.0%	51.9%	.7%
Student Housing	21.9%	33.6%	2.9%	1.5%	37.2%	2.9%
Student Leisure Areas/Student Center	10.3%	35.3%	8.1%	.7%	44.1%	1.5%
Student Organizations	11.1%	37.0%	5.2%	.7%	45.2%	.7%
Tutoring	15.4%	22.1%	2.2%	1.5%	58.1%	.7%

*1 = Very Satisfied 2=Satisfied 3=Dissatisfied 4=Very Dissatisfied
5=I didn't use this service 6=Not available on this campus

Students (N=141) completing the Transfer Student Survey responded to statements regarding satisfaction with and importance of services and offices at their college.

Data Source: 2000-2001 System Transfer Student Survey

"Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:"

	Importance**			
Community College Service / Office Being Rated	**1**	**2**	**3**	**4**
Academic Advising	70.6%	22.8%	3.7%	2.9%
Admissions	53.7%	37.5%	7.4%	1.5%
Bookstore	39.7%	50.0%	8.8%	1.5%
Business Office	27.3%	47.1%	16.5%	9.1%
Campus Security	41.9%	29.8%	12.9%	15.3%
Career Planning	34.7%	41.5%	11.0%	12.7%
Counseling Services	41.0%	33.6%	10.7%	14.8%
Cultural Programs	24.1%	41.4%	14.7%	19.8%
Financial Aid	68.0%	18.0%	6.6%	7.4%
Food Service	33.1%	35.6%	12.7%	18.6%
Intercollegiate Athletics	18.9%	29.7%	16.3%	35.1%
Intramural Athletics	33.6%	26.2%	14.0%	26.2%
Library	64.6%	26.8%	4.7%	3.9%
Registration/Records	55.6%	32.3%	8.1%	4.0%
Services for Students with Special Needs	43.0%	22.8%	10.5%	23.7%
Student Activities	45.7%	31.5%	8.7%	14.2%
Student Government	29.9%	33.3%	15.4%	21.4%
Student Housing	48.8%	26.8%	6.5%	17.9%
Student Leisure Areas/Student Center	35.0%	41.9%	7.7%	15.4%
Student Organizations	21.8%	49.6%	9.2%	19.3%
Tutoring	39.3%	35.9%	6.8%	17.9%

**1=Much Importance 2=Moderate Importance 3=Little Importance 4=No Importance

Transfer Students to the University of Wyoming responded to a variety of statements and questions regarding transfer-related issues at the community colleges.

Data Source: 2000-2001 System Transfer Student Surveys

Transfer Students (N=139) to the University of Wyoming responded to the statements:

"Overall, how well did this college prepare you for upper-division coursework at U.W?"

Well prepared:	43%
Somewhat Prepared:	53%
Not Prepared:	4%

"This college did an excellent job preparing me for further study at a four-year institution."

Agree:	92%
Disagree:	8%

Transfer Students (N=150) to the University of Wyoming responded to the statement:

"Please indicate any areas in which you wish you had been better prepared before transferring to U.W."

Computer Skills	14%
Library Skills	11%
Math Skills	23%
Physical/Life Science Skills	8%
Reading Skills	5%
Social Science Skills	3%
Speaking Skills	13%
Study Skills	21%
Writing Skills	13%

Transfer Students (N=142) responded to the statement:

"Please evaluate your overall experience at (this college)."

Excellent	33%
Good	54%
Average	8%
Poor	4 %
Very Poor	1%

Transfer Students and Graduates (N=431) responded to statements regarding satisfaction with their college.

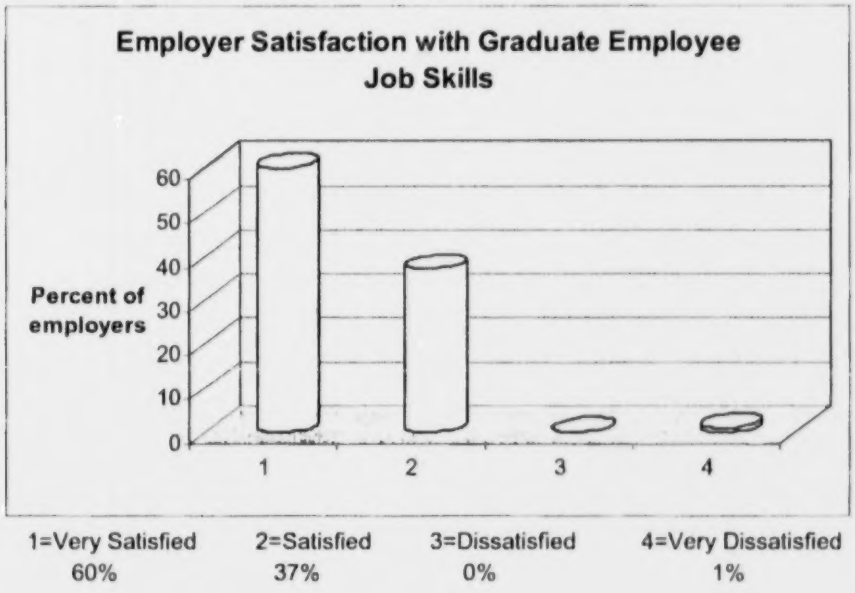
Data Source: 2000-2001 System Transfer Student and Graduate Surveys

"Please indicate your level of agreement with the following statements about (this college):"

This College...	Strongly Agree	Agree	Disagree	Strongly Disagree
Did an excellent job preparing me for further study at a four -year institution.	28.4%	61.2%	9.1%	1.3%
I'm glad that I attended (this college).	59.2%	37.1%	2.4%	1.2%
(This college) is a friendly place	54.7%	41.7%	3.4%	.2%
I would recommend (this college) to my family and friends	52.4%	42.1%	4.1%	1.4%
If I had to start college over, I would choose (this college).	46.8%	38.1%	12.4%	2.7%
I accomplished my community college educational goals while at (this college).	49.3%	43.0%	6.7%	1%
My experiences at (this college) improved my quality of life.	42.7%	48.2%	7.7%	1.4%

Employers completing the Employer Survey (N=103) indicated a high level of satisfaction with the graduate's job skills. Sixty percent of those responding indicated they were "Very Satisfied" and 37.1% indicated they were "Satisfied" with the graduate's job skills after completing his/her education at a Wyoming community college. (See chart below)

Data Source: 2000-2001 System Employer Survey



Core Indicator # 8: Demonstration of Critical Literacy Skills

Measure: No single statistic satisfies the intent of this indicator.
Data Source: Wyoming community college assessment reports

Information on assessment programs and outcomes from institution assessment reports were provided by each college. Because colleges are at different stages of their assessment programs depending on where they are in the accreditation rotation, and colleges use varying measures, (approved by the accrediting body, NCA), information is very individualized but represents the most recent outcomes information for each college. When possible, average scores on the Collegiate Assessment of Academic Proficiency (CAAP) tests are provided. When the average scores were not provided, a summary of comparisons to national (CAAP) scores is provided. Also included are summaries of other measures being employed to assess student achievement. One college is at the beginning of the assessment process and has no data to report.

Writing Skills:
CAAP Tests:
Tests scores for two colleges (Spring 2001 and Spring 2002) revealed a mean score of 62.35. This mean score is comparable to the national mean of 62.6. Two other colleges report their students scoring at or above the national average in their most recent assessment.

Other Measures:
One college reports 98% of the students tested scored a 75 or above (on a scale of 100) on the Post-COMPASS test, and 60% of students participating in an internal assessment scored an average 2.69 (on a scale of 5). Another college reports an average of 8.54 (on a 12 point scale) on a rubric designed to assess four areas of writing skills.

Mathematics Skills:
CAAP Tests:
Tests scores for three colleges (Spring 2001 and Spring 2002) revealed a mean score of 58.6. This mean score is higher than either of the national means of 56.6 and 56.3 for the testing periods. Two other colleges report their students scoring at or above the national average in their most recent assessment of mathematics skills.

Reading Skills:
CAAP Tests:
Tests scores for one college (Spring 2002) revealed a mean score of 61.7; just higher than the national mean of 61.1. Two more colleges report their students scoring at or above the national average on the CAAP reading test.

Critical Thinking Skills:
CAAP Tests:
Tests scores for one college (Spring 2002) revealed a mean score of 61.4. This mean score is slightly higher than the national mean of 61 for the testing period. One college reports their students scoring at or above the national average on the Critical Thinking CAAP test.

Other Measures:
One college reports 94% of the students tested scored a 3 (on a scale of 5) on an internal assessment designed to measure logical and critical thinking.

Scientific Reasoning Skills:
CAAP Tests:
Tests scores for two colleges (Spring 2001 and Spring 2002) revealed a mean score of 60.5. This mean score is slightly higher than national means of 58.9 and 59 for the testing periods. Two more colleges report their students scoring at or above the national average on the Scientific Reasoning CAAP test.

Core Indicator #10: Number and Rate Who Transfer

Measure: The number of students who transferred to the University of Wyoming
Data Source: University of Wyoming 2002 Transfer Student Report

A total of 733 prior students of Wyoming community colleges transferred to the University of Wyoming during the fall of 2001 and the spring of 2002. The data do not represent any specific cohort but rather a total of students transferring from a Wyoming community college. In the future, the college system will be able to ascertain, by cohort, the total number of transfer students from Wyoming community colleges to all accredited institutions and not just those transferring to the University of Wyoming.

Core Indicator # 11: Performance After Transfer

Measure: Comparison of GPAs for Wyoming community college transfer students in their first fall semester at the University of Wyoming and all University of Wyoming undergraduates for the same fall semester by transferred credit hours

Data Source: University of Wyoming Community College Transfer Student Reports

Below are representations of performance of Wyoming community college transfer students to the University of Wyoming (U.W.) for fall 2001 and fall 2000. The data indicate that the community college students perform comparably to all U.W. undergraduates in their first fall semester at University of Wyoming.

Fall 2001 Transfer Student Report

	All Wyoming Community College Transfer Students			All UW Undergraduates	
Transferred Credit Hours*	#	Community College GPA	UW First Fall Semester GPA	#	UW Fall 2001 GPA
0 <= Hours < 30	110	3.11	2.80	2,061	2.82
30 <= Hours < 60	220	3.12	2.91	1,604	2.87
60 <= Hours < 90	166	3.11	2.92	1,778	2.99
90 <= Hours	72	3.01	3.28	3,486	3.16
Totals	568	3.09	2.93	8,929	3.00

Fall 2002 Transfer Student Report

	All Wyoming Community College Transfer Students			All UW Undergraduates	
Transferred Credit Hours*	#	Community College GPA	UW First Fall Semester GPA	#	UW Fall 2000 GPA
0 <= Hours < 30	109	2.89	2.64	1,861	2.74
30 <= Hours < 60	201	3.08	2.82	1,560	2.83
60 <= Hours < 90	247	3.22	3.06	1,770	2.91
90 <= Hours	49	2.99	3.34	3,341	3.14
Totals	606	3.13	2.92	8,532	2.95

Core Indicator # 12: Success in Subsequent, Related Coursework

Measure: The proportion of an identified entering student cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation), who subsequently (a) successfully completes developmental work intended to remediate this deficiency and (b) within one year completes their first college-level courses requiring the use of this skill with a grade of "C" or better.

Data Source: Individual College *Colleague* files fall 2001 through summer 2002

The colleges have an average success rate of 73.3% for students who successfully complete remedial coursework and go on to successfully complete a college-level course in the same area. Overall, remediation through developmental coursework is successful in approximately three-fourths of cases.

Core Indicator # 13: Participation Rate in the Service Area

Measure: The proportion of the total population aged 17 or older in the college's service area that has participated in at least one organized activity (course, program, service, event, etc) sponsored by the college in the past year.

Data Source: Wyoming Community Colleges

The Wyoming community college system has a credit student penetration rate of 10.63% for the 2001-2002 Academic year: one of the highest in the nation as compared to most recent data available.

The most recent estimate (2000-2001) of community participation in college-sponsored events is over 400,000. This includes participation in cultural and recreational activities and public forums.

Core Indicator # 14: Responsiveness to Community Needs

Measure: The number and extent of partnerships maintained by Wyoming community colleges and the benefits thereof.

Data Source: Wyoming Community College Partnership Report*

Serving as comprehensive community colleges, transfer preparation institutions, vocational education institutions, providers of workforce training, personal development education providers, and cultural centers--Wyoming community colleges recognize the need for collaboration, diversity, and dedication. Wyoming community colleges establish and maintain numerous partnerships and agreements every year and these partnering relationships result in a variety of benefits not only for the students but also for the communities and college service areas throughout the state.

While quality post-secondary education is always at the forefront, Wyoming community colleges participated in a multitude of mutually beneficial partnerships that vary in nature from a student service focus to a true community service focus. Common themes, such as workforce development and adult literacy, exist widely across the college system. However, just as the

communities in Wyoming differ from one another, so do the partnerships undertaken by the individual community colleges. Below are some examples of the outcomes of partnerships:

- Expanded library resources for community college students
- Transitional support for low-income families
- Home - buyer education for potential home buyers in Wyoming
- Music and arts presentations to the communities
- College preparation services to Wyoming high school students
- Customized workforce training for Wyoming businesses
- School to careers training for Wyoming high school students
- Distance education
- Enrichment and remedial education programs
- Clinical experience for nursing students

*Full report is available at http://commission.wcc.edu/WCCC/Report/reports.htm

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